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Identifiers-Head Start

A Child Development Center (CDC) is said to rest on five basic tenets--(1) a team approach, (2) individual and small group methods, (3) emphasis on a total developmental setting, (4) the great significance of the early years of childhood, and (5) the concept of continuity in experience and development. A CDC, and especially one serving the disadvantaged, must therefore offer a comprehensive, interrelated program of health and social services, family involvement and education, nutrition, early childhood education, and assessment and evaluation. An inexperienced or a secondary school teacher might be a better choice for a CDC because the experienced elementary level teacher may be more resistant to the needed innovations and change. An early childhood classroom is different from other types because it is more like a laboratory which encourages guided self-learning and, with a lower adult-child ratio, provides more opportunities for greater adult support. (NH)

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TEACHING THE DISADVANTAGED

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Special Centers for the Disadvantaged

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The Child Development Center:

A Program to Provide Children a "Head Start" in Life and Implications for Primary Education

by Catherine R. Hudson

LET ME SAY how very gratified I am to have this opportunity to share with you some ideas and plans which are not really new, but which have been generally outside the realm of public school experience or at least a practical impossibility for most of us in our normal teaching situations.

These beliefs have been embodied in the concept of the Child Development Center by the individuals who have had the opportunity to design the program known as Project HEAD START. Perhaps we need to clarify what we mean by project Head Start. It now has two connotations. Basically, Head Start refers to the opportunity given to disadvantaged preschool children and their families to participate in a comprehensive, year-round Child Development Center program to give them a "head start" in warding off the damaging effects of poverty, whether it be poverty of health, food, human relationships, material necessities, or opportunities for rich learning experiences.

The original intent of the Head Start planners was to set up a few demonstration centers this summer to illustrate the type of program they hoped to be achieved. However, as the idea developed, many communities wanted to take part in the summer program. In a more restricted sense, then, Head Start refers to the beginning step, the six to eight week programs which some 2400 communities are now engaged in across the country for families of children who will enter school this fall. These are being supported by the Community Action Program of the Economic Opportunity Act to get Child Development Center programs started at a time when communities are most likely to have the personnel and the space available to do it. It is hoped that these communities are now planning proposals and ways to continue these programs on a year-round basis if they have not already done so.

If you have read any of the Washington releases about Project Head Start, you have heard the names of Dr. Julius B. Richmond and Dr. Robert E. Cooke, both of whom are pediatricians. Dr. Richmond has served as Head of the Medical School at Syracuse, Dr. Cooke as Chief-Pediatrician at John Hopkins Hospital and School of Medicine. Other members of the planning committee are from the fields of Social Work, Psychiatry, Psychology, Public Health Nursing, and Nutrition. I do not have to introduce to you James Hymes, Professor of Child Development and Early Childhood Education, University of Maryland, who was our host during Head Start Orientation, or Keith Osborne from the Merrill-Palmer Institute of Human Development who has served as an early childhood curriculum consultant.

These are people who could have said "No," who could have declined the call to sacrifice their own comfortable and satisfying practices to become administrators of a program which seemed almost insurmountable and which required an al-

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MRS. HUDSON *is an Assistant Professor of Child Development and Family Life at Indiana State University, Terre Haute, Indiana. This is an edited manuscript of a speech presented to the I.S.U. reading institute for teachers of disadvantaged children, summer,* 1965.

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Curriculum Innovations for Disadvantaged Elementary Children—What Should They Be?

by Mildred B. Smith

Introduction and Guidelines

THE TYPICAL elementary school program does not meet the needs of disadvantaged children because it is founded on the assumption that each child is predisposed to learning what is offered. Children from impoverished backgrounds are not, however, predisposed to learning this curriculum for several reasons:

(1) Inadequate language skills—listening and speaking.
(2) Poor work habits.
(3) Poor physical health.
(4) Frequent tardiness and/or absenteeism.
(5) Inadequate model figures in the home and community.
(6) Unfamiliar content in textbooks.
(7) Inadequate motivation.
(8) Initial school failure, caused by the above factors, which damage self-esteem and self-confidence.

Planning a program for the disadvantaged is challenging, and it raises many questions for school people. "If the traditional school program is inadequate, what modifications should be made for these children?" "What about charges made by Civil Rights leaders that curriculum changes in schools in ghetto-type communities, when modified, are 'watered down'?" How do we meet the needs of these children without lowering standards?" is a question which baffles many educators.

It appears to this writer that a school program for disadvantaged children would be similar in many ways to a good typical elementary school program, and yet there would be differences. We would agree that *any* good elementary school has qualified, competent teachers, capable administrative leadership, adequate library facilities, and sufficient quantities of books and other instructional materials for the number of children enrolled in the school. The program in the school for disadvantaged children would be different since these children have deficiencies which will not be adequately met in the typical program. The program for disadvantaged elementary children is therefore compensatory—to compensate for deficiencies of environmental origin. It not only includes additional personnel, resources, facilities, and administrative innovations; but it requires innovations in the day school program as well.

DR. SMITH *is a General Elementary Consultant, Flint (Michigan) Community Schools and a consultant for the Office of Economic Opportunity, Washington, D.C. She was a co-author of the I.S.U. reading institute for teachers of disadvantaged children, summer,* 1965.

Class Size Needs To Be Reduced

The class size should reflect these children's need for special attention. They require more attention from teachers because they lack self-confidence, have difficulty following directions, have little motivation, use materials poorly, and are underachievers. Little can be accomplished if teachers must work with these children in large groups. Class size in schools with a concentration of disadvantaged children should be considerably smaller than for other schools within the same school system. Classes should be smaller for primary chidren than for later elementary children within the same buiding. Although it is difficult to designate a numerical figure, many educators agree that all classes should be under twenty-five, and primary classes should be considerably less than twenty-five.

Teaching Staff Should Be Stabilized

Inexperienced staff members and a high staff turnover, characteristic of many schools for disadvantaged children, undermine attempts at program improvement. Experienced teachers and principals in the same school system should be reassigned so as to give equal strength and stability to each elementary school.

Special Services And Resources Are Needed

Disadvantaged children have many problems which require special attention. A large portion of the teacher's time is therefore consumed with non-teaching activities brought about by health and behavioral problems, tardiness and absentee-

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come to see with honesty and integrity how subtle is the learning of prejudice and how necessary to learn to face it, understand it, and hopefully work towards its resolution for improved relationships. In the area of racial prejudice some specific readings have been recommended. Among these considered illuminating are *The Nature of Prejudice, Glass House of Prejudice, A Nation of Immigrants,* and *A Profile of the Negro American.*

Creative Expression

Creative expression and autobiographical reflections are encouraged in sensitivity training for those who wish to explore in these directions. Occasionally some have chosen to try out original efforts in painting, music, written drama, and poetry. Each student's contribution is respected and when desired material is considered totally confidential. With student permission creative efforts are sometimes shared with an entire group and when preferred or advisable, anonymously.

We are convinced that "More Tender Hearts" have been emerging and that teachers are gathering strength in this joint adventure to "reach" all. Each one of us can join in this national challenge to help children discover the wonder and joy in the world of learning.

One young teacher granted us permission to share her poem conveying her feelings to reach every child. *Anne Sisler* wrote:

EMPATHY

How can I tell you of the
beauty of the night
When you have only seen the
splendor of the day?
Traverse with me in darkness
And you shall know
That which in light
Lies so clear.
People it is of whom I speak,
People whose beating hearts
Struggle in the flickering twilight,
Whose burdens are born
With strength and courage,
Whose lingering hopes
Point toward tomorrow's radiance.
Find in me the beauty of your day
So that I, too, may live in dignity.

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The Child Development Center: A Program to Provide Children a "Head Start" in Life and Implications for Primary Education

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most inhuman output of energy. In other words, strides forward are made only when some of us not only give up our complacency but also are not afraid to subject ourselves to the accusations of being glory-seekers, money-spenders, and "way-outers" (although you may feel "way-out" when someone asks you to take a secondary mathematics teacher or a third generation elementary teacher and make a child development specialist and early childhood teacher out of them in six days!). There is no doubt that it takes "way-out" courage to ask for the time and money it takes to implement new ideas.

Basic Assumptions Underlying the Child Development Center Concept

What are some of these costly ideas about development? The ideas may not be new, ideas which educators have not been knowledgeable enough or vociferous enough about to sell to public

education. I should like to suggest five basic beliefs underlying the CDC concept which I feel the designers of this program contribute as a result of their professional training and experience in such fields as medicine, psychiatry, clinical psychology, social work, and nursery education.

First, they are more accustomed to working as a member of a team. The *team approach* — a team in which each person has a vital contribution to make but who singularly cannot provide the optimum opportunity for any one child, let alone thirty or forty in a classroom — and a team far more inclusive than a team of teachers. The team approach is a concept which the schools must accept if we are to accept the challenge before us.

Secondly, these professions are not only more oriented to *working with people on an individual or small group basis,* but they have more experience in actually doing so. Their services are consequently expensive; but if education is to take its place as a real profession, it must find ways to work with individuals and small groups.

Thirdly, these professions are more accustomed to working with the child in his *total developmental setting.* Parents take a child to the doctor, and reveal their fears, feelings, and concerns. He calls in their home as does the public health nurse. The social case worker sees the child and his family in their home, neighborhood, and community setting. The nursery educator has long viewed his job as half-time with children, half-time with parents; or he has not really been a nursery teacher. We must not only give lip service but real application to the concept of working with the "whole" child.

Fourth, there is a developmental idea, advocated by the psychiatrist, supported by the pediatrician and the nursery educator, the importance of "*the early years as formative ones.*" As one of our recent Head Start participants, a male high school science teacher queried, "What makes us think that starting with four year olds will help? Isn't it still too late?"

There is little doubt, that for some, the physical and psychological deprivations are irreversible at this age; for others, partially reversible; and for others, quite reversible, depending upon the severity of the deprivation and the opportunities for reversibility which we can really create.

Fifth, another concept, that of *continuity in experience and development,* is especially relevant to those of us interested in elementary education. For if what is started in the Child Development Center is not continued, we have indeed wasted our time, energy, money, and the lives of the children we are hoping to help. Dr. Martin Deutsch of New York Medical College, with whose work I am sure you are familiar, says, "There is some evidence that children who do get a 'head start' which has no follow-up momentum will return to their original levels. . .it is even possible that some children would be so disappointed with the contrast between their original experiences in a rich environment and the typical slum school to which they graduate, their performance levels will deteriorate further."

This is not unlike the question so frequently asked by parents contemplating nursery education for their child: "Won't my child be bored in kindergarten or first grade?" The answer of course is, "No, if the rich learning environment offered in the nursery school is continued in a quality kindergarten or first grade program." This is one of the major challenges facing kindergarten, first, and second grade teachers. What will happen to children who have a rich preschool background and move into a traditionally structured first grade?

The Child Development Center Concept

The Child Development Center therefore must be *a comprehensive program* composed *of several interrelated component services* designed to meet the *needs of the child and his family*: (1) health services, (2) social services, (3) family involvement and education, (4) nutritional program, (5) early childhood education, (6) assessment and evaluation.

The Child Development Center staff consists of a variety of persons representing many disciplines: (1) doctor (2) dentist, (3) public health nurse, (4) psychiatrist, (5) psychologist, (6) social worker, (7) early childhood educator, (8) nutritionist, (9) homemaker specialist, (10) family life educator, (11) volunteers: teachers' aides, homemaker teachers, and school-community coordinators.

Two things should strike you about these definitions. One, we are as concerned with the child's family as we are with the child. We must provide some continuity between the school and home environment as we may stand little chance of breaking the cycle of poverty without involving the total family complex. It seems imperative to me that we must admit that as public schools we have closed the doors and isolated ourselves from many parents and families, and we are paying the price for it. We are forced now to recognize that the family and its environment have a greater influ-

ence on the child than we do. We must allow parents to help us and themselves. Secondly, you should become aware of the fact that the teacher truly becomes a member of a team. The curriculum she plans is but one part of her role. She becomes directly involved in the other component services which are part of the program for the children and families with whom she is working. She plays a critical role in the assessment and evaluation of the child and family's needs, in the planning of a comprehensive program for the child and family; and although she is not directly administering medical, counseling, or homemaker services, she plays an extremely important supportive role in seeing that these are carried out. *Since the key to an effective program, according to Dr. Richmond, is staff discussion and coordination of their observation and evaluations of the child and family's needs in planning and executing a comprehensive program, part of the teacher's time must be allocated for recording observations, participating in staff discussions, and maintaining family contacts.*

I cannot take the time here to elaborate on the nature of the health, nutritional, family relationship, or social problems which we can anticipate finding among the disadvantaged segments of our population, since I am assuming that you have spent some time considering these aspects of poverty. However, I am compelled to call your attention to two aspects of the program which I feel are a particular challenge to the schools and the teacher. One is that of family involvement and education. Note that I have chosen to use the term "involvement" and not just "education." We dare not assume that the P.T.A. lecture-type meeting is the type of experience which will help us reach families. There is an urgent need for new and creative ways of involving parents in a cooperative venture. This implies a new role for the teacher and certainly has additional implications for teacher training. The second aspect of the program which I feel will require new kinds of insight, skills, and training is that of assessment and evaluation. The teacher is going to be asked to view the child's development and behavior in a more comprehensive way than she has perhaps been accustomed or trained to do.

The Early Childhood Education Component

Early childhood education covers the chronological age span from approximately two to eight years or in terms of educational programs as they evolved the nursery-kindergarten-primary years. Although we have talked about preschool, pre-primary, or nursery-kindergarten education, the divisions are, of course, arbitrary and many times unfortunate ones. They serve to perpetuate many of the rigidities which are so prevalent in our educational system. We have only to note the resistance in our thinking to the ungraded primary, and I would be inclined to extend this to an ungraded early childhood curriculum.

Varying Capacities To Accept Change

Recognition of the principles on which an early childhood curriculum is founded requires definite changes in our traditional concepts of the first school years, first and second grades included. One of the serious questions by the chief Head Start planners has been the consideration that the older, experienced elementary-primary teacher may not be the best one for either the early childhood curriculum or the disadvantaged child due to the hardening of attitudes about education and children and the resistance to change which sometimes occurs with age and experience. In my very limited involvement with Head Start trainees, I would have to lend some support to this conjecture. It is almost as if the secondary teacher or the inexperienced teacher is quite aware that they must "take-in" a new orientation and methods of approach, whereas those persons accustomed to working with the primary group tend not to feel the necessity for critically examining their attitudes and approaches.

One superintendent who accompanied several of his teachers during the week of Head Start training observed at the end of the third day, "I'm afraid it will just be impossible to change their ideas and the ways they have been doing things for so many years." By this he meant that he feared the traditional first grade approaches would be applied to programs for deprived four and five year olds. By Saturday morning, his comment was, "I think they are beginning to recognize the value of some of these new ideas, but I am afraid they will revert to their old ways on Monday morning." Even though the group was able to observe a day care school program in which they saw groups of three, four, five, and six year olds learning and working each in their own way according to their own level of development, seeing confirmed new insights for some, but for others added to the rejection they already experienced.

The significant factors of course are individual flexibility, openness to change, acceptance of new ideas. This too was revealed by another administrator who had been listening to discussions about guiding individual behavior and handling feelings of aggression and frustration in the young

child. After having observed the younger children, he went to other sections of the playground to watch the older children. He quickly returned to the preschool wing and said, "I want my teachers to come see this! Why they handle these older children just like you're telling us to do the little ones!" There were also instances of acceptance and even transference of new ideas about human behavior in the course of six days.

As we talked during the week of Head Start training about developing a good self-concept and accepting, interpreting, and handling feelings, we became aware that it makes no difference basically whether we are four or forty. Some of us have feelings that are not easily changed. The important thing is that we learn to identify, understand, and work with them the best way we can. Several persons, I feel, during the week of the Head Start workshop came to the realization that perhaps they weren't really cut out to work with the young child. This is indeed a healthy recognition of self. We also found this to be one of the advantages of working with several teachers. What one of us didn't feel comfortable doing, another might. Together, as a team, our acceptance of all children and our program could be much greater and richer than with just one of us.

The Early Childhood Classroom

When you enter an early childhood room, there are two striking differences from other types of classrooms. First, it looks like a *laboratory*. The room is divided into many experience or work areas completely equipped with the appropriate materials and apparatus for various kinds of learning. There is activity going on in several of them at the same time. Children are free to move from one area to another. This means that one child may be deeply engrossed in listening to music, another in hearing a story, another in wondering how that tadpole turned into a frog, two others trying to figure out how to build a structure tall enough to house their rocket without its falling down, another trying out what it feels like to sit down at a table with a mother and father, another painting his feelings right through the paper on the easel, another questioning the teacher about a dead fish, another achieving the personal conquest of climbing to the top rung of a ladder box, and another having finally discovered enough inner security to venture ten feet away from the teacher's side to watch the other children's activity without her protection. There is much opportunity for individual as well as small group learning, about one's self as well as the world around him.

All this activity may completely unnerve our adult sense of the quiet, orderly concept of what a classroom ought to be. As one woman, a sixth grade teacher and elementary principal, remarked, "Well, I guess I can just go home and throw away the lesson plans of all the things I thought I was going to teach these little ones, and start collecting materials and objects, and old clothes and steering wheels and milk crates. I can see that I'm not going to teach them; I'm going to provide the materials and experiences so they can learn."

How Children Learn

So they can learn. . . .and how do children learn? If we recognize the true nature of the child and how he begins to learn, we accept this fact: *Children are naturally curious.* They have a basic need and urge to learn and to know, unless we squelch that urge. How do they learn? There are six points we might keep in mind as we work with young children. *They learn*:

(1) *Through their sensory and physical experiencing.*

They learn what paste is like by *touching* it, *tasting* it, *rubbing* it, *listening* to it, *watching* it get dry, *feeling* its stickiness, and *observing* that things stick to it.

(2) *By relating sensory-perceptual experiences.*

They learn by *hearing* the sounds and labels for the objects and processes they encounter, by *repeating* the sounds and labels over and over again, by *being listened to* by someone who takes the time to care, the time to let them know that curiosity is a thing of value, that simple impressions are important, and that their words are important.

(4) *Through questioning.*

The child will ask over and over again, "What's this?" He repeats the question and answer over and over again until the response is well practiced and a part of his sensory-motor and verbal systems *but only if someone rewards his questioning mind.* If not, he learns that it doesn't bring satisfaction to wonder, to inquire, to learn. To inquire with every sensory and muscular modality available to him is a natural urge in the young infant and child, but the motivation to question, to wonder is sustained only if someone takes the time and provides the opportunity to show him the personal and social rewards of such inquiry.

(5) *Through opportunities to relate, generalize, and verbalize direct, immediate experience.*

The child mixes flour and water. "It sticks like paste, but it isn't paste."

He rides on an elevator. "We're going up without moving our feet, but we can't see anything." He rides on an escalator. "We're going on steps that are moving, but my feet aren't moving. I can see everything."

He rides on a bus to the zoo. He works on time and space concepts. "We sing a hundred songs to get there. We are hungry, and it's time to eat when we get there."

He watches the men lower a big sewer pipe into the ground. He sees the water going down the sewer drain. He travels to the river and watches the sewer empty out the water. He sees the beginning and end *if* someone provides the opportunity. *These are direct, immediate, concrete experiences which have meaning to the child at an experience level he can feel and conceptualize. A child cannot learn what he does not experience.*

(6) *Through rehearsing and practicing.*

Internalization of experience is making it a real part of you. How does the child internalize the more complex sensory-motor-perceptual experiences he encounters? He digs the sewer; he runs water through a pipe; he discovers what happens as he raises or lowers the pipe or alters the water pressure; he talks to an adult who listens and challenges him to observe. He builds a bus and goes around and around until he has sung one hundred songs or until it is time to eat, and it took him just as long as it really did to go to the zoo: that must be an hour. He pulls himself up fast by his hands to the top of a ladder box and becomes an elevator; he builds steps underneath the crossbars and travels along with his hands just like an escalator, seeing everything, but not moving his feet.

What about experiences children feel about themselves and other people, the self-other concepts which are just as important as concepts about the external world? Do they have a chance to verbalize and contend with these. . .the chance to be as good as your brother even if you aren't, to shove other people around, to sleep in a bed all by yourself, to talk on the telephone all day long if you want, to know how it feels to fix things like a plumber, to know so much like a teacher, to scold like a mother, to take care of people like a nurse.

A laboratory has real materials and equipment, soil, water, blocks, boards, playhouse, and accepting assistants who help you verbalize, rehearse, internalize, and conceptualize the variety of real, concrete experiences which are the essence of learning.

What have we been talking about? We have been talking about a curriculum based on the developmental progression of human learning, a sequence drawing on the ideas of Piaget and Werner, and outlined by Deutsch in his preschool curriculum for socially disadvantaged children: (1) the sensory-motor level in which perceptual discriminations are facilitated through the child's actual contact with materials and the learning of correct labeling, (2) the perceptual level in which discriminations are facilitated through actual contact with contrasting situations and their coordination and relatedness through differentiated verbal label, and finally (3) the representational level in which situations are presented through verbal and conceptual levels with a minimum of concrete perceptual support. Notice that we have barely touched this last stage. Nor have we mentioned books, stories, and pictures, the pictorial and printed form, the duplicated form which are our major tools in the primary grades.

What are pictures and books? To look at a picture is a secondhand, indirect experience. It is an abstraction, not a reality, of the object or situation portrayed. Lacking experience with the actual concrete object, a four year old does not know upon seeing two pictures, one of a brown cow, another of a black and white cow, that they are both cows. He may proceed to tell you all the different kinds of cows, Jersey, Guernsey, *et cetera.* How can the verbal or visual or printed symbols which we expect the child to master have any meaning to him without an adequate experience base?

We must recognize that books and pictures reinforce in another dimension, a once-removed, abstract dimension, our immediate sensory experience. The abstractions alone, without the actual concrete experience, have little or no meaning for the child. The early childhood curriculum is therefore comprised of many first-hand, direct sensory-physical experiences for the child, which build a developmental background for second-hand, indirect experiences such as those "seen in a book" or "told about" by a teacher or other person.

(7) *How do we use books and pictures?*

(a) We observe and listen to the child at school and at home and provide books and pictures of situations already familiar in his environment and of things revealed in his play.

(b) We provide new, concrete experiences through field trips and new materials and equipment in the classroom; and we look for books which represent and reinforce those experiences.

(c) We assume that a book or story is just the beginning. We examine it for the concepts it introduces and plan concrete experiences to give meaning to the verbal, pictorial, and printed symbols.

(d) We provide opportunities for the child to verbalize his experiences, to internalize his conceptualizations through rehearsing with real or representational objects his life experiences.

The child is then ready for the third state of cognitive development. He is ready to cope with abstract verbal and conceptual levels with a minimum of concrete, realistic support because he has an adequate foundation of internalized and verbalized experience at the sensory-motor-perceptual levels.

This is the general rationale underlying the cognitive aspects of the early childhood curriculum. Deutsch has outlined four aspects of curriculum for the socially disadvantaged child: (1) Language Aspects, (2) Sensory-Perceptual Aspects, (3) Conceptual Training Aspects in terms of information about his environment; in terms of first-hand experiences, reinforced through appropriate use of blocks, play equipment, and accessory materials; training cognitive set to ask questions; focusing attention and following directions; perceptual differentiation and generalization; and general abtraction activities, grouping, classifying, *et cetera*. There are many specific techniques employed for developing the visual and auditory, language, and abstraction abilities which I assume you have encountered in your analysis of diagnostic and remedial programs.

The fourth aspect of the curriculum outlined by Deutsch is "Developing an Awareness of Self." This, I feel, is reflected in the second difference which usually strikes us about an early childhood room (you recall that we said the first was that it looks like a laboratory). This is the presence of adult support and individual guidance in much greater abundance than in the one-teacher classroom. The adult-child ratio required by Head Start or Child Development Center programs is three adults to every 15 children, a one to five ratio, one of whom must be a qualified teacher and one a paid teacher's aide; the third may be a volunteer. The presence of supportive adults is essential if the fourth goal of our curriculum is to have any meaning. We can only acquire a good self-concept if we are exposed to persons who understand us, who have the time and take the time to care about the way we feel, to listen, to talk, to hold and nurture us. In nursery education, we have talked for years about a "lap-sitting" curriculum, the "story-on-my-lap" kind of nurtuance, the "eye-to-eye" level, or as Keith Osborne would say, the "eyeball to eyeball" — that "you and me — we count" kind of feeling. You may not want to talk about a lap-sitting curriculum, but you need a *person-to-person* one.

We need in teachers more than persons who care. The teacher must be a person who understands child development. He must be skillful in observing and interpreting behavior, in evaluating needs and feelings. He must be able to identify and accept each child's stage of development and readiness to participate or not to participate in any given activity, to provide the right amount and kind of encouragement at the right time. Here we are talking not only about verbal behavior, perceptual discrimination skills, or reading abilities. We are talking about emotional readiness to learn, to express oneself, to approach adults and children in constructive ways. In the true preschool environment there is freedom to be oneself, and the teacher must be able to use this environment to guide the child in the kinds of experiences which give him the inner sureness it takes to participate in a group learning situation.

In our experience with children in pre-primary programs we have learned that it takes some children many months, sometimes years, to achieve the level of inner security which enables them to cope with the pressures involved in the demands of formal first grade learning. We will leave many children at the end of this summer Head Start program who are still quite retained in their own individual activities, the security of a work-bench or a sandbox, who haven't yet reached the point of cooperative interplay, the ability to share or express their ideas, to imagine, build, and construct together. These children will go to kindergarten or first grade this fall where typically there will be 25 to 35 in a room with one teacher. When will they be able to develop those feelings of inner sureness and confidence to approach others, to ask questions, to listen and follow directions, to share an experience, at their pace of readiness, in their own special way?

It takes a special kind of curriculum, and most important of all, a special kind of teacher who not only is skilled in understanding and guiding children's needs and behavior but who is responsible for conducting continual inservice education for the other adults who must help her accomplish these goals, whether they are professional teachers, voluntary assistants, or parents.

What Implications Does The Child Development Center Concept And The Early Childhood Curriculum Have For The Elementary School?

If there is to be continuity in the child's school experiences:

(1) Should the first and second grade classroom and curriculum be more like the pre-primary experience with its consequent implications for a greater variety of concrete learning experiences?

(2) How many children should a teacher be responsible to? What should the adult-child ratio be? What kinds of adults, what type of training or experience should they have?

(3) What kind of behavioral assessment of the child should there be, other than that of his formal school skills and abilities?

(4) What services should the school offer or coordinate in comparison to those outlined in the Child Development Center program? Should the teacher or school be responsible for planning a comprehensive program for the child? What should the teacher's role be in relation to the family?

(5) If we are presently limited in providing the kinds of concrete experiences and the individual, small-group guidance that an enriched curriculum may demand, what are some of these restrictions and what creative ways can we find of overcoming them?

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length of time. Of course there were occasions when such flexibility was out of the question. It then became the responsibility of the institute leaders to work in such a way as to have the presence of a consultant be "just the thing" to revitalize the program. In this respect I cannot emphasize too strongly the necessity for flexibility in a program, plus "leveling" with the speaker so that he may feel free to operate in the manner that seemed best at the given time, whether it be lecture, large group discussion, or small group discussions. Such an arrangement played a big part in the selection of consultants. Since we are attempting to establish informal "give-take" relationships in our group, it was necessary to convey this to our speakers and attempt to avoid as many formal *one-sided* presentations as possible.

While the teachers were working on the development of classroom skills, the school community workers met as a group to make plans for contacting the existing agencies which might provide youngsters who could participate in our program. This group also examined various intake interview forms in order to be in a better position to formulate a form which would serve the needs of our group. From time to time these ideas would be presented to the entire group to get its reaction and further suggestions. In my opinion adequate preparation for the social community workers was lacking. Fortunately this particular group was quite self-sustaining, and this has not been a weak spot in the total program. However, I believe that more attention might well have been given to provide outside leadership for them. It certainly will be a very concrete part of the inservice work to come.

The work with consultants contributed a great deal in maintaining the total group effort concept rather than allowing a rather "natural" (teacher-social worker) division to widen to the extent that the overall program might suffer through group cleavage. The emphasis on communication and the encouragement of expression of feelings and ideas was imperative in order to provide the leaders opportunities to offer the kind of guidance which helped keep the group together and "goal minded."

A group dynamics session was held one night each week. This was organized to provide a kind of group catharsis time. While anxieties and tempers were built up and ofttimes resulted in "explosions," another opportunity for building stronger and more understanding relationships within the group was brought into being. It then became the responsibility of all, with major responsibility taken by the leaders, to resolve these problems and once more produce vital understandings among the group members.

Individual conferences were held to encourage more communication on the part of the participants. When establishing conferences, we tried to schedule the "quieter" group members first, with the hope that they might feel freer to talk in a large group. In every case, the individual attention did much to help the self-concept and to once again provide leadership another avenue for knowing the people in the group. It has been my experience that this aspect of a program is the one